Behaviour & Discipline Policy

Behaviour & Discipline Policy

1   The Law (Maintained Schools)

1.1   The Headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect.
- prevent bullying.
- ensure that pupils complete assigned work; and
- regulate the conduct of pupils.

1.2   Each pupil is valued and supported to develop the skills required to achieve their potential by setting high expectations for learning and behaviour. Pupils are encouraged to take personal responsibility for their learning and self-development in preparation for reintegration into mainstream school, college, post-16 training or employment and for life itself in the broadest terms.

1.3   Everyone who attends, works or visits Oakfield School has the right to be treated with respect and to feel safe.

1.4   Oakfield School adheres to its legal duties under the Equality Act 2010 and Keeping Children Safe in School, September 2016, in respect of safeguarding and respect of students with special educational needs.

1.5   Pupils with Special Educational Needs have their rights established and protected by the law. The Disability Discrimination Act 1995 and the SEN duties in the Education Act 2011 and the Special Educational Needs Disability Act June 2014, provide the statutory framework that underpins equality of opportunity for pupils with SEN in accessing school education.

2   Establishing a Policy

2.1   Oakfield School is a designated residential special school for children identified as having Emotional, Social and Mental Health difficulties.

2.2   We must establish a school behaviour policy that promotes and protects the rights of all our pupils to have equal access to education.

2.3   Furthermore, it is essential that the school's policy about the teaching and management of behaviour in school should:

- be publicised to parents/carers, pupils and all staff working in the school.
- have clarity; and
- be maintained.

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2.4   **Duties of the Governing Body.**

2.4.1   Governing bodies of maintained schools have a duty, under section 175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out to safeguard and promote the welfare of children.

2.4.2   As part of their legal duty, and after consulting with the whole school community, the school's governing body has drawn up a statement of principles and has agreed on a set of aims.

2.4.3   Those that relate directly to behaviour and discipline are as follows:

- To create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realized.
- To create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals.
- To promote a sense of responsible citizenship in our pupils.
- To support and facilitate inter-agency work as part of a broader community approach to learning.
- To establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.
- To establish collaborative working with other schools.

2.5   **Duties of the School.**

2.5.1   Following on from these principles and aims, and after discussions and consultations with teaching and non-teaching staff, parents/carers and governors, the school has established detailed measures regarding behaviour and discipline. These measures comprise the school's Behaviour & Discipline Policy.

2.5.2   What follows are the descriptions of:

- the whole school context in which policies and procedures are carried out.
- the practical framework that provides clear protocols for staff to follow so that they can discharge their duties consistently and effectively; and
- supporting mechanisms, policies and procedures.

3   The Whole School Context: A Positive Behaviour Policy

3.1   Ethos of Oakfield School.

3.1.1   The ethos of the school is based on the principle of inclusion, which recognises every pupil's right to be included in education.

3.1.2   The ethos accepts and welcomes all pupils; encourages and rewards participation and success; manages support and helps overcome barriers to learning.

3.2   Rules and Expectations.

3.2.1   As a school community we all have a responsibility and are accountable for the behaviour displayed, as this could have a profound effect on others.

3.2.2   It is the staff's responsibility to ensure all policies and procedures are followed and, to protect each and everyone's rights to be respected:

- To ensure the above is mirrored across the school. The school commits itself to ensuring that the basic requirements are in place and all members understand the expectations.
- The school community members must at all times behave responsibly and be respectful to all.
- Pupils must have particular regard for their safety and that of others.
- Running around the school is not permitted, for reasons of Health and Safety.

3.3   Pupil Expectations.

3.3.1   Aim to manage and try to gain self-control of behaviour, with guidance and support from staff.

3.3.2   Aim to respect the fabric of the building and property within (including their possessions).

3.3.3   Aim to show respect for those who are trying to help and support them.

3.3.4   Aim to respect themselves and their peers.

3.3.5   Aim to achieve/ engage in lessons /engage within the residential provision.

3.3.6   Respect others' feelings, wishes and opinions.

3.3.7   Accept other people's physical and emotional differences/struggles and support each other.

3.3.8   Promote restorative approaches to resolve conflicts.

3.3.9   Work in class without disrupting others and respect others' right to learn.

3.4   In addition to the above, staff will also expect pupils to:

- follow staff instructions.
- keep hands, feet and objects to yourself.
- speak and listen respectfully to others.
- respect the fabric of the building and the property within the school.

3.5   In addition to the school rules:

- smoking/ vaping is not allowed on site.
- we do not allow chewing gum in school.
- we do not allow energy drinks with high caffeine content within the school.
- pupils need permission from home to go off-site at lunchtime and to Independent Travel.

3.6   **Teaching & Learning.**

3.6.1   It is every pupil's right to have outstanding teaching and to enjoy learning. As such, we recognise the need to work together to develop a curriculum that offers opportunities that engage, stimulate and challenge; a curriculum that is broad, balanced and appropriate for the needs of the most difficult to manage pupils; a curriculum that promotes high standards of learning and behaviour across all subjects from core to the periphery, in and beyond the classroom.

3.6.2   In delivering the curriculum, it is important that the planning of teaching activities and the use of different teaching styles should take into account the diversity and choice of pupils' styles of learning.

3.7   **Personalisation.**

3.7.1   In planning the curriculum, all opportunities will be sought to provide appropriate provision for individual pupils that enhances their current learning and promotes future success.

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4   The Practical Framework

4.1   All procedures and practices must:

- be based on fairness, consistency, self–worth and independence.
- encourage positive attitudes to work with each other.
- show respect for persons.
- be purposefully publicised, demonstrated and taught and
- provide a safe, effective and caring–for a working environment that promotes excellence and enjoyment and celebrates achievement.

4.2   **Spiritual, Moral, Social and Cultural (SMSC) Development:**

4.2.1   It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

4.2.2   The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law.

4.2.3   Pupils should be made aware of the difference between the law of the land and religious law.

4.2.4   All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the SMSC development of their pupils.

4.2.5   SMSC is an important part of the school's curriculum which is embedded within the fabric of the school. The school has 6 theme days throughout the year, which enables the pupils to experience a full day of deeper learning, the theme of these days' changes annually.

4.2.6   An example of the 6 theme days:

- E-Safety
- PSE
- Culture Nights
- Arts
- Wider Community
- RE

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4.2.7 Along with the six themed days, pupils also have tutor time every day, enabling group discussions of key topics following discussion power points each week. Tutor time allows pupils to have a safe and relaxed environment every morning for 30 minutes to discuss key topics.

4.2.8 In addition, the school has provided seminars for the school council and other cohorts on radicalisation, which are delivered by trained Police officers. This is planned throughout the year.

4.2.9 The SMSC Coordinator, plans, supports staff in the delivery and evaluates the school thematic days and monitors the quality and impact of the tutor programmes

4.2.10 This rigour enables the following:

- Pupils to develop their self-knowledge, self-esteem and self-confidence.
- Pupils to distinguish right from wrong and respect the civil and criminal law of England.
- Pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Respect for other people.
- Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Link to: Promoting fundamental British values as part of SMSC in School's Departmental advice for maintained schools - November 2014
Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)

4.3 **PSE/Health & Social Care.**

4.3.1 PSE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

4.3.2 By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, diversity prejudice and discrimination, and an effective PSE programme can tackle barriers to learning, raise

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aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

4.3.3 The skills and attributes developed through PSE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

4.4 Roles & Responsibilities within Oakfield School

4.4.1 Headteacher:

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, residential provision and off-site provision and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, setting the standards of behaviour, and porting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

It is the responsibility of the Headteacher to make sure there are in place appropriate systems to promote high standards of behaviour and discipline and provide for the effective management of pupils' behaviour.

Part of this responsibility is to make sure that adequate training is given to all staff for the understanding and discharge of duties. An extension of this responsibility is to ensure that visiting staff are aware of supporting systems and procedures for the management of behaviour. This responsibility might be delegated to a key member of staff.

4.4.2 Senior Staff:

It is the responsibility of senior staff to support the Headteacher in her duties by making sure agreed systems and procedures are made public and implemented. Part of this responsibility is to support less experienced or less competent staff in planning for and dealing with problems that might arise.

4.4.3 Teaching Staff:

It is the responsibility of all teaching staff:

- to support the Headteacher and the SLT in their duties
- to make sure the school's ethos and aims are reflected in their contribution to the life of the school.
- to contribute to the joint planning of an appropriate curriculum that supports pupils' learning whatever barriers there might be.
- when planning their lessons consideration to the development of supporting strategies that promote desired behaviours and manage undesirable behaviours.
- to contribute to and/or collect information for Pupil Profiles.
- to set realistic social and behavioural targets for pupils.
- to consult with other staff on issues related to individual behaviour management issues.
- to apply relevant training about the management and control of behaviour.
- to follow school protocols and guidelines when dealing with pupils.
- to maintain conduct of the highest standard such that public confidence in their integrity is sustained and the public image of the school is not put into disrepute.
- to share concerns with the SLT as a means of preventing predictable problems.
- manage behaviour effectively to ensure a good and safe learning environment.
- to have a consistent approach in addressing unwanted behaviour around the school-by-school policy.
- to have a consistent approach about reminders regarding rewards promoting positive behaviours.
- to use visual aids for promoting positive behaviour and achievements that will be rewarded (placed in child view around the classroom.); and
- ensure parents/carers are informed regarding all aspects of their child's progress/ wellbeing.

4.4.4 Learning & Behaviour Support Mentor and Residential staff:

It is the responsibility of all support staff:

- to support the Headteacher in her duties.
- to make sure the school's ethos and aims are reflected in their contribution to the life of the school.
- to contribute to the joint planning of an appropriate curriculum that supports pupils' learning whatever barriers there might be.
- to support the teaching staff by following agreed systems and procedures.
- to follow school protocols and guidelines when dealing with pupils.

- to maintain conduct of the highest standard such that public confidence in their integrity is sustained and the public image of the school is not put into disrepute.
- to apply relevant training about the management and control of behaviour.
- to share concerns with teaching/the SLT as a means of preventing predictable problems.
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches that are appropriate to pupils' needs to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- consistent approach in addressing unwanted behaviour around the school-by-school policy.
- consistent approach about reminders regarding rewards promoting positive behaviours.
- visual aids for promoting positive behaviour and achievements that will be rewarded (placed in child view around the classroom); and
- ensure parents/carers are informed regarding all aspects of their child's progress/ wellbeing.

4.4.5 **Pupils have the right to expect:**

- the school will do all it can to ensure that they are kept safe.
- that all adults in the school will respect their feelings and will not 'put down' pupils nor deliberately belittle them.
- that the school will protect them from bullying in whatever form it presents itself.
- that the school will respect their right to a healthy lifestyle; (including breaks) and will support them in achieving it.
- that the school will join them in celebrating all their achievements and will emphasise the positive whenever possible.

4.4.6 **Pupils also have the responsibility to:**

- ensure that everyone in our school feels safe and to not put others in any danger.
- to respect other people's feelings and not 'put anyone down.
- to do their best to make everyone around us feel good about themselves and what they do.
- to try their hardest in all that they do.
- to look after all possessions: their own, other people's and the schools.

- to care for everyone in our school.
- to make the right decisions about keeping themselves healthy.
- to never bully anyone in any way in any situation for any reason.
- to tell adults if they are worried about anything or if they think something is not right.
- to be positive about what our friends do in school and at home; and
- to be proud of the school and others' achievements as well as their own.

4.4.7 Parents/Carers have the right to expect:

- that the school will do all it can to ensure their child's safety whilst in our care.
- that all adults in our school will treat their child with respect and not deliberately belittle or 'put down' any child.
- that pupils and adults in our school will always be respectful towards you and any concerns you may have.
- that the school will inform you, as soon as possible, if there is an issue concerning their child's well-being.
- that the school will not tolerate bullying in any form and will deal with it rigorously and fairly.
- that the school will encourage and support their child in living a healthy and fulfilling life in school.
- that the school will share their child's achievements with them; and
- that the school will ensure that parents are kept informed regarding all aspects of their child's progress/wellbeing.

4.4.8 Parents/Carers have the responsibility to:

- support the School ethos, policies and procedures.
- ensure that all children in this school feel safe and follow the school's policies on these issues.
- treat all pupils and adults in our school with respect and dignity.
- inform the school if there are any issues or worries that they have concerning their child's well-being.
- report to the school any incidences of bullying so that we may deal with it promptly, and not take matters into their own hands.
- be positive about the school and support us in celebrating their child's and other children's achievements.
- encourage their child to make healthy options and to participate fully in school life.
- to support their children with homework by offering encouragement, time and space.
- we believe that parents have the responsibility to support their children and the school in implementing school policies.

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- ensure that their child has the best attendance record possible; and
- ensure that their child is appropriately dressed.

4.4.9 **The school staff has the right to expect that:**

- all the adults will be kept safe at work as fully as the school is able.
- all adults and pupils will treat them with respect.
- all possessions will be looked after by pupils and adults alike.
- all incidents of bullying will be dealt with quickly and the; governors and Headteacher will support them in dealing with these incidents if necessary.
- all pupils and adults will support the school in encouraging a healthy lifestyle for everyone in school.
- they will be supported in leading a healthy lifestyle with a good life/work balance; and
- all pupils and adults will support them in celebrating pupils' achievements.

4.4.10 **The school staff has the responsibility to:**

- keep all children and adults in our school as safe as possible.
- treat all children and adults in our school with respect.
- look after possessions in school to the best of their ability.
- treat all concerns seriously whether they be raised by a child or an adult.
- deal with incidents of bullying promptly with care and deference to the individuals concerned.
- support every child to lead a healthy lifestyle, and recognise that children's well-being is a concern for us all; and
- staff have a responsibility to follow the school policies and procedures and encourage the children to support the school's ethos.

4.4.11 **Visiting Staff:**

- It is the responsibility of visiting staff, having been made aware of the school policy on behaviour and discipline, and with the support of the school staff, to follow agreed systems and procedures.
- Part of this responsibility is to share concerns with staff to avoid misunderstandings and preventable incidents.

5 Practices, Procedures, Systems and Strategies

5.1 **Practices.**

5.1.1 Expectations related to staff behaviour have been agreed upon by all staff and these are documented in the following way.

5.1.2 Practices to **adopt:**

- Be well organised.
- Be well informed about your child.
- Plan for academic and social learning, looking for present and future successes.
- Use a range of teaching and learning styles to promote excellence and enjoyment.
- Be on time for lessons.
- Have lessons that start promptly and are appropriately paced.
- Create a welcoming, stimulating and attractive learning environment in which all pupils can achieve.
- Have a calm and safe learning environment.
- Include all pupils in learning.
- Have high expectations in all areas of learning.
- Make expectations clear and give clear instructions, repeating or rephrasing when necessary.
- Be consistent, fair, rational and respectful.
- Give positive feedback, using praise and encouragement.
- Deal with unwanted behaviour quickly, safely and effectively, by school policies and guidelines.
- Treat each new day as a fresh start.
- Listen and build positive relationships with pupils and staff.

5.1.3 Practices to **avoid:**

- Confrontations.
- Shouting and losing temper.
- Arguments.
- Sarcasm.
- Focusing too much attention on low-level unwanted behaviours.
- Low expectations.
- Ambiguous or complicated instructions, talking too much or too quickly.
- No-win situations.
- Grudges, hostility and negativity.
- Bribery.
- Threats that will never be carried out.
- Pre-judging situations.

- To try to counsel a child before he or she is ready.

5.2 Procedures

5.2.1 In the classroom

As indicated above, it is the responsibility of the teacher, supported by the Learning and Behaviour Support Mentor, to develop strategies within the classroom that promote desired behaviours and to follow school policy in managing unwanted behaviours.

There should be visual reminders of expectations of behaviours in each class, also reminders of rewards/ points system that can be achieved by behaving acceptably.

If the teacher and the Learning and Behaviour Support Mentor are unable to solve a problem, there is the option of summoning additional support. This can be done by alerting a member of the SLT who is on Leading by Walking About (who are strategically placed around the school) to gain the appropriate level of support required to deal with the situation.

If support is requested, it is the teacher's responsibility to negotiate the best option for the well-being of all the pupils in the class at the time. This might be time out for one child with the teacher, or with the behaviour managers (and any other senior manager). It might be the assisted removal for the remainder of the class to a safe location. It might be in-class additional support with the help of an additional support assistant (or senior manager).

5.2.2 Accompanied Offsite Provision

It is the responsibility of the accompanying staff to develop strategies that promote desired behaviours and to follow school policy in managing unwanted behaviours.

If staff are unable to solve a problem, there is the option of contacting the school office, which will relay a message to the Head of Key Stages or any other Senior Management.

A decision will then be taken on the best course of action. One extreme option might be that the pupil is collected and returned to school.

It is the responsibility of staff to follow up on the incident as soon as possible after the eleven that ownership.
It is also the responsibility of the staff involved to make sure that any necessary protocols are completed before the end of the day and that any appropriate contacts are made by phone or letter.

5.2.3 **Break times**

It is the responsibility of staff timetabled to develop strategies that promote desired behaviours and to follow school policy in managing unwanted behaviours.

If staff are unable to solve a problem, there is the option of summoning additional support. This can be done by contacting the school office and will relay a message to the Key Stage Coordinators or any other Senior Management. Staff can also contact the senior leaders directly, through their work mobile phones. Finally, they can alert another member of staff for support.

It is the responsibility of staff to follow up on the incident as soon as possible after the event that ownership and control are retained. The choice of follow-up option should be based on knowledge of the pupil and the incident.

It is also the responsibility of the staff involved to make sure that any necessary forms are completed before the end of the day and that any appropriate contacts are made by phone or letter.

5.2.4 **Lunchtimes times**

It is the responsibility of staff to be on duty throughout lunchtime and develop strategies that promote desired behaviours and follow school policy in managing unwanted behaviours.

If a very difficult problem arises, a decision will be taken on the best course of action regarding the well-being of all pupils.
It is also the responsibility of the staff involved to make sure that any necessary forms are completed before the end of the day and that any appropriate contacts are made by phone or letter.

5.2.5 **Residential Provision**

Oakfield School provides a safe and consistent framework for all of our young people. We are committed to creating and maintaining an educational and caring environment which nurtures and stimulates personal development and well-being. A consistent approach to the management of the pupils is paramount, expectations do not change because the pupils reside. The pupils are made aware of boundaries and acceptable levels of behaviour.

Positive reinforcement is essential to maintain high standards of behaviour; each house has behavioural targets and rewards; these are placed in the houses as visual reminders.

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We work to provide the highest quality of residential care within a relaxed environment, integrating care and education staff for a supportive yet structured setting.

Staff expect and will support/encourage the children/young people to have a good attitude to their education and develop confidence and the ability to reflect and take responsibility for their behaviour.

Residential and day pupils will be expected to follow the timetable and curriculum appropriate to their age.

Across the day we use a restorative approach to problem-solving and resolving disagreements.

All boarders have access to a comprehensive list of activities which provide an enjoyable and stimulating environment and experience.

Its purpose is as follows:

- To support identified students within the Oakfield cohort that require additional support of a 24-hour curriculum to enable them to engage in learning, achieve and attain.
- To use the 24-hour curriculum to work through issues with the young person and family.
- To learn the skills to be a group/team member in a range of contexts.
- To develop independent learning skills.
- To develop and understand positive behaviour.

The staff who work in the residential provision provide personalised learning support to identified students by providing a more social skills curriculum through the planning and delivering of experiences that develop their social skills.

The residential childcare staff also work within the main school setting to support the teaching and learning environment during the school day.

They address the targets identified in Personal and Social Profiles (PSP) Individual Behavioural, Education Care Plan (IBEC) and work with the Teaching staff in supporting the personalised learning programmes for some students, through planned programmes which are monitored and reviewed regularly by the student, the families/carers and the staff involved.

5.3   **Restorative Practices**

5.3.1 It is accepted as our duty to transmit social and moral values to our pupils. Restorative practices provide a system of communicating these values to an individual or small group of pupils within the context of 'putting things right cooperatively and rationally, building empathy and strengthening relationships, facing the need for accountability, but at the same time maintaining self-esteem.

5.3.2 Training is given to make sure that restorative dialogue between staff and pupils reflects and furthers these principles.

5.3.3 Emphasis is placed on the need for:

- building a strong community that has group norms; and
- conducting conversations in an assertive, limit-setting and firm manner, with understanding, support and kindness.

5.3.4 Guidelines for the use of restorative practice are as follows:

- Avoid lecturing or telling off.
- Actively involve pupils.
- Foster an awareness of the effects on others.
- Accept some ambiguity: it is not always clear where the fault lies.
- Separate the deed from the doer: i.e., disapprove of wrongdoing, but also signal that the pupil's worth is recognised (privately or publicly).
- See every instance of wrong-doing and conflict as an opportunity for learning.
- Make the experience into a constructive event, building empathy and a sense of community.

5.4   **High-Risk Categories**

5.4.1 Any pupil might need extra support and guidance at some time or other to help him or she behave in a socially acceptable manner.

5.4.2 Sometimes this might take the form of simply talking to a pupil to help him/her make good choices. There will be times, however, when more serious interventions need to be applied, for instance, to protect the safety of the individual, other pupils, or staff involved at the time. In extreme cases, physical control or restraint is defensible provided an assessment of the risk indicates that the use of force is likely to reduce rather than increase the risk.

5.4.3 It is made clear in the 1996 Education Act and guidance from DFE Use of Reasonable Force that the minimum reasonable force should be used to prevent injury or serious property damage, to avert an offence being committed or to prevent a pupil from engaging in behaviour that is prejudicial to the maintenance of good order in the school.

5.4.4 The following are examples of circumstances under which physical intervention by appointed staff might be a reasonable option:

- A child putting him or herself in danger by climbing dangerously or interfering with electrical equipment.
- Putting others, (staff and/or pupils or others) in danger of injury or damage by hitting, kicking, spitting, scratching, biting, misuse of dangerous materials, fighting, throwing objects or threatening - any of these types of behaviours.
- Causing severe disruption to lessons by continuous shouting or making other noises, the deliberate destruction of pupils' work, constant refusal to do what is asked by the teacher, persistent refusal to follow a direction to leave a room or other space and in all of these cases creating a situation where the teacher has to stop the lesson to deal with the pupil's behaviour.
- Causing, or on the verge of causing, severe damage to property, (including the pupil's own), for example, furniture, equipment, staff and pupil clothes and belongings, the fixtures and fabric of the building.
- Prejudicing good order in school, for example, encouraging at least one other pupil to take part in any of the disorderly conduct described above or persistently refusing to follow staff direction.
- Committing a criminal offence on the school site.

5.5 High-Risk Strategies: Reducing the Risk

5.5.1 Priority strategies in a difficult situation would be to reduce the risk of any of the behaviours described above. Initial strategies would be:

- to remove any other pupils who might be in danger.
- to remove any dangerous objects.
- to give the offending pupil a clear verbal reminder of expected behaviour.

5.6 High-Risk Strategies: Minimal Physical Intervention

5.6.1 If the pupil does not respond appropriately, that is, if the pupil does not stop the unwanted behaviour, then the next step would be to issue a clear verbal warning that a member of staff might have to intervene to prevent further disruption.

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5.6.2   In these circumstances it might be necessary for a member of staff to use minimal physical intervention as an appropriate strategy, for example:

- blocking a pupil's path.
- putting himself or herself between pupils.
- guiding a pupil by the upper arm, using the caring c method, in line with Team Teach

5.7   High-Risk Strategies: Reasonable Force

5.7.1   In more extreme cases, it might be necessary to use "reasonable force" and intervene in a safe, but positive way, by the principles and training of the Team Teach approach.

5.7.2   Links to Use of Reasonable Force, July 2013.
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

5.7.3   Reasonable force could include:

- holding a pupil in a safe, non-confrontational way to control their bodily movements.
- restraining a pupil to the behaviour from continuing; and
- removing a pupil to a safe place for a cooling-off period.

5.7.4   In all cases:

- sensitivity must be used to protect the dignity of the child and any physical intervention should be used for the shortest time necessary.
- strict guidelines and procedures will be followed and Health and Safety Regulations apply.
- the incident must be documented on an Incident Form. In all cases beyond minimal force, parents and/or carers must be informed of the circumstances leading up to the event and the course of action taken.
- sufficient time must be given to the pupil for cooling off before a decision is taken to return the child to his/her group; and
- pupils need to have the opportunity to read the incident form and contribute to post-incident feedback.

5.7.5   **Other high-risk strategies (repeated incidents): Contracts/Meetings:**

- If there are repeated incidents, it might be appropriate to draw up a personalised contract making explicit specific targets and review dates.

- On the other hand, it might be more effective to arrange a meeting at home or school with parents/carers to discuss options and ways forward. choice of strategy depends on consultation with staff and knowledge of the pupil.
- Regular meetings on behaviour management, (daily debriefs), provide a mechanism for discussing particular pupils, giving all staff opportunities to describe patterns of behaviour in different settings, discuss possible triggers or causes and devise suitable strategies for updating Risk Assessment and Positive Handling Plans.

6   Suspensions/Exclusions

6.1   Fixed Term Suspensions

6.1.1   In cases where there is a serious breach of discipline, where a range of strategies have been tried and failed, where the pupil's staying in the school would seriously harm the education or welfare of the pupil or others within the school then a pupil might be suspended for a fixed term.

6.1.2   The intention would be to allow a short time for cooling off and reflection. A period of 1 – 3 days would very likely be considered long enough to secure additional benefits for the child without any adverse consequences, as advised by Ofsted.

6.1.3   A decision to suspend would not normally be taken without other strategies having already been implemented, except in the case of a very serious incident, for example, a serious physical assault. Only the Headteacher can decide to suspend.

6.1.4   A suspension is always seen as a last resort and the hope would be that the pupil would return to school quickly. In the case of a suspension lasting more than 15 days in any one term, it is the responsibility of the governing body to convene a meeting to consider the suspension.

6.1.5   In the case of all suspension parents/carers would be invited to the school for a meeting to discuss how such incidents might be avoided in the future. These are known as back-to-school meetings.

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6.1.6 Care is taken at the back-to-school meeting to ensure that the pupil and parent or carer understand the reason for the suspension and the need to prevent further suspensions. Representatives of other agencies (e.g., the psychological services, health, social services, education welfare) might be invited to help support pupils and their families. At the meeting, targets will be set if necessary and strategies discussed to minimise the chance of future suspensions.

6.2 **First Response is issued to pupils who are at risk of suspensions**

6.2.1 First Response is supervised seclusion with a minimum of one-to-one support. Pupils will be required to remain in the first response and complete set work.

6.2.2 The benefit of having the first response facility is it provides pupils with the opportunity to reflect on their behaviour and allows them time to talk through any issues on a one-to-one basis. If a pupil requires a first response, then parents/carers will be notified by telephone followed up by a letter detailing the reasons for intervention. The first response can also be used as a short-term de-escalation strategy.

6.3 **Fixed Term Suspension or Permanent Exclusion for LAC**

6.3.1 No LAC should be suspended from a school/Pupil Referral Unit without discussion with the local authority to ensure that there is a suitable alternative provision available elsewhere. In the event of a child being permanently excluded from school, the Local Authority must provide full-time alternative education from the sixth day following the suspension. In the case of a LAC, it is recommended that such provision should be in place from the first day following the suspension.

6.3.2 Promoting the educational achievement of looked after children statutory guidance for local authorities, February 2018

6.4 **Fixed Term Suspension from Educational Visits**

6.4.1 For Health and Safety reasons, pupils could be excluded from educational visits for the following:

- Violence to staff and/or pupils.
- Leaving the premises without permission.
- Continuous disruption and refusal to follow instructions.
- Dangerous behaviour not adhering to Risk Assessment.

6.4.2 As before, a decision to deny a child access to an educational visit would be after other methods to resolve any problems had been exhausted.

6.5 **Back to School Meetings**

6.5.1 On return to school from fixed-term suspensions all pupils require a Back-to-School Meeting. This is to discuss the reasons for their suspension and talk about any incidents that have taken place. Back to School Meetings are essential for pupils to have a smooth reintegration back into a school setting and to provide a restorative session with additional staff if needed.

6.5.2 Pupils have the opportunity to address their issues with parents/carers present and voice any issues or concerns they may have. All meetings are recorded and entered in the pupil's online diary and shared with staff.

6.6 **Permanent Exclusions**

6.6.1 The decision to exclude a child permanently is a serious one. This would be the final step in a process for dealing with disciplinary offences and would normally follow a range of tried and failed strategies. There might, however, be exceptional circumstances where it is appropriate to exclude a child permanently for a first or "one-off" offence. Such circumstances might include:

- serious actual or threatened violence against another pupil or member of staff.
- sexual abuse or assault; and
- Safeguarding and Health and Safety.

6.7 **Recording & Reporting Mechanisms**

6.7.1 In all cases when there has been some form of intervention, details must be recorded in the pupil's electronic diary.

6.8 **Recording Contacts & Meetings**

6.8.1 Phone calls with parents/carers must be logged in the electronic red book system with brief details of a conversation or failed attempt to contact.

6.8.2 All meetings with parents/carers must be recorded.

6.9   **Reporting Exclusions**

6.9.1 Parents/carers and the Local Authority must be informed immediately of the decision to exclude.

7   Agreed Sanctions

7.1   **Sanctions, Strategies and Systems**

7.1.1 There are clear and appropriate consequences for misbehaviour. Staff will need to consistently apply the school expectations and behaviour rules so that students are secure in knowing what is expected of them. When a student fails to adhere to the school expectations, staff will apply a range of consequences and sanctions when required.

7.1.2 The following sanctions are agreed upon; however, they are used in proportion to the behaviour displayed by the pupils. The sanctions must be reasonable in all circumstances and take into account the pupil's age, special education needs with additional difficulties, disabilities, and any religious requirements affecting them and by the Equality Act 2010, DFE Behaviour and discipline in schools January 2016 and section 91 of the Education and Inspection Act 2006.

7.1.3 Suspensions or withdrawal from a specific privilege i.e., passes scheme or activity:

- Suspension or withdrawal from the use of equipment/appliances
- Suspension or withdrawal from school activities/transport due to staff concerns relating to the safety of the pupil /or another.
- Requiring a child to rectify the damage.
- Requiring a child to contribute to the cost of the replacement of an item.
- Missing break time or detention including during lunchtime, however, if this sanction is used you must allow reasonable time for the pupil to eat, drink and use the toilet.
- Keeping pupils at the end of the day with permission from parents /carers

7.1.4 To be lawful any sanction imposed must satisfy the following 3 conditions:

- The decision to impose a sanction on a student must be made by a paid member of staff or a member of staff authorised by the Headteacher.

- The decision to impose a sanction on the student and the imposition of the sanction must be made on the school premises, or while the student is under the charge of a member of staff.
- The imposition of the sanction must not breach any other legislation (for example in respect of Disability, Special Educational Needs, race other equalities and human rights) and it must be reasonable in all circumstances.

7.2   Recording the Use of Consequences/Sanctions

7.2.1   There are clear and appropriate consequences for misbehaviour. Staff will need to apply consistently the school expectations and behaviour rules so that students are secure in knowing what is expected of them.

7.2.2   When a student fails to adhere to the school expectations, staff will apply a range of consequences and sanctions if required.

7.2.3   Consequences/sanctions that have been used must be recorded.

7.2.4   The record should indicate the nature of the sanction, why it was used, and the pupil's reaction and views.

7.2.5   All sanctions should be monitored as to their usefulness and effectiveness.

7.2.6   Where significant sanctions are used which have not been previously agreed upon, or sanctions are being used frequently for an individual or in a particular setting or context, a senior manager should undertake a review of the practice.

7.2.7   If it is thought that an inappropriate sanction has been used the manager should talk this through with the staff and look at alternative, positive strategies which might be used.

7.2.8   The sanctions are regularly audited and checked by National Minimum Care Standards Standard 20 – Monitoring by Independent Visitor.

7.2.9   Oakfield pupils can experience varying degrees of anxiety and can have difficulties in relating to others. Also, some pupils have difficulties in expressing emotions/worries that are on their minds, causing their behaviour to impact their learning and achievements. In many of these cases, our Emotional Wellbeing team are on hand to offer guidance and support to the pupils/staff and offer timeout in a therapeutic environment.

7.2.10 For these reasons we do not routinely use sanctions as part of our behaviour management. The drawbacks of using sanctions in these circumstances are that, if they are not clearly understood by the pupil then this would only increase the level of anxiety the pupil is already experiencing and would potentially damage relationships.

7.2.11 However, it might be appropriate to allow pupils to experience the natural consequences of their behaviour.

7.2.12 In these cases, the sanctions used and the circumstances under which it is appropriate to impose them will be outlined in the pupil's Positive Handling Plan. Any sanctions imposed upon a pupil will be shared during de-briefing, to ensure all staff can monitor/support the sanction implemented and report back their opinions on the effectiveness of the sanction.

7.2.13 **Redirection.** The child/young person should be distracted by offering them an alternative way forward.

7.2.14 The initial response is to:

- Interrupt > redirect > reward/feedback

7.2.15 **Planned Ignore.** The staff member should give limited eye contact and no verbal or gestural communication that reinforces any inappropriate behaviour. Ignore negative behaviour; this method is only to be used if unwanted behaviour isn't having a direct effect on others, impacting learning, or endangering themselves or others. Expectations are made clear to individuals and positive attention will return once these expectations are met.

7.2.16 A very successful strategy for a child/young person can be a change of face/staff member i.e., an alternative staff member intervenes and the first staff member steps away. This will defuse many challenging situations as our pupils may target staff members or associate the staff member with the recently displayed behaviour; therefore, it will help create a positive outcome. Once calm it is good practice for the staff member that originally challenged the behaviour to re-visit the behaviour more constructively.

7.2.17 **Immediate Recognition/Reward.** Staff members should reward positive behaviour with praise and positive feedback i.e., thanking the pupil immediately after speaking for listening to you. Sometimes using basic manners and recognition makes the pupil change their response and directs negative, unwanted behaviour.

8 Reward Systems

8.1 Oakfield School runs a Points/ Rewards System which supports the vision statements to raise self-esteem, tackle behaviour problems and encourage a positive work ethic; all students will have their achievements and endeavours recognised. Verbal praise plays an extremely important part in these aims. How we speak to students affects how they perceive themselves.

8.2 This rewards policy operates across the whole school alongside all other systems designed to improve the learning environment for our pupils.

8.3 The rewards scheme is designed to provide opportunities for our pupils to experience success and to raise their self-esteem.

8.4 During the school term the points system allows every child the opportunity to succeed. The points are the starting point, to which pupils are on the end-of-term rewards (those that have achieved their targets) and which pupils are not. The points system is threaded throughout the school and the centre focus on all pupils.

8.5 On Fridays the school has a rewards afternoon for all pupils to celebrate their week, those with the most points choose popular rewards (swimming/ biking). All pupils still have access to a reward to redeem the points, they have achieved throughout the week.

8.6 In November 2020, Oakfield School implemented Epraise rewards. Epraise's primary function is to reward pupils' points which can be used to purchase items from the school's online shop. Items range from vouchers and sports equipment to toiletries and trip out with key workers. However, Epraise has many more useful and important features.

8.7 **Epraise, Rewards and Beyond!**

8.7.1 Epraise is a national school rewards platform. "Praise points" are awarded in line with a school's rewards policy and redeemed against relevant rewards. It is designed to support student recognition, increase student engagement, and drive positive learning outcomes.

8.7.2 Below gives a brief account of how the Epraise reward system works:

- **Set the budget:** We decide our annual or termly rewards budget and input the Praise point's equivalent into the system. Every teacher is automatically given a maximum budget of Praise

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points to award each week, depending on the overall budget and their role.

- **Define reward categories:** Deciding what the school wants to reward (or penalise) against, and the number of Praise points each "activity" is worth.
- **Customise the shop:** We choose which rewards we want to appear in the online shop.
- **Award the pupils Praise points:** Staff credited pupils' accounts with Praise points, through the website.
- **Pupils check their balance:** Pupils can log in to their account online to see the number of Praise points the staff have awarded.
- **Choosing their rewards:** Pupils can spend their hard-earned Praise points on the rewards they want. Pupils can purchase trips out with key workers e.g., they can visit a variety of food establishments or go to the cinema and see a film.
- **Logged and monitored:** Staff can access real-time stats on which pupil for what, and which staff are rewarding regularly. Staff can view Epraise league tables for school displays and review a student's Epraise record with the individual and their parents or carers**.**

9   End of Term Rewards

9.1   At the end of each term, pupils participate in the end-of-term rewards. Rewards are given by stabilised behaviour and points achieved throughout the term. Some of the activities on offer are Big Fun, Go Karting, Laser Quest, cinema, and other various activities.

9.2   A range of formal and informal activities contributes to the development of positive attitudes and self-assurance amongst learners. Activities both within and out of school hours are varied.

9.3   Approaches to promoting positive behaviour are clear and consistent. Children and young people contribute to establishing, reviewing, and revising the school's rules or code of conduct, as appropriate to their age or stage of development. They are clear about rewards and sanctions. Praise and reward are used to encourage good behaviour, as appropriate to the age and stage of the children.

10   Rewards in the Residential Provision

10.1   Rewarding positive behaviour is an essential part of improving behaviour, and developing self-esteem, and internal motivation. Rewards help to reinforce positive behaviour and encourage young people to display it more frequently, and they send clear messages about which behaviours are desirable.

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10.2 Staff are always seeking to take opportunities to reward good behaviour, both formally and informally. In the residential provision, care staff support the school in all their reward schemes and initiatives. They will make reference to and praise 'points' awarded during the school day, use them to determine privileges in the evenings, and provide reward activities on a Friday afternoon, as well as at the end of each half term. In addition to supporting the reward systems employed during the school day, residential houses create individualised rewards schemes. These can cover a range of objective types e.g., Individualised targets, IBEC targets, independence targets, house and routine targets, and specific behaviours or challenges e.g., homework or attendance. They are created within houses to take account of individual needs, house dynamics and interests.

10.3 The terms of reward systems are laid out, and care is taken to ensure that they are understood by the young people involved. The rewards given are selected in conjunction with young people's ideas, to encourage engagement with reward systems. The creative use of reward systems as a behavioural management strategy is treated with positivity and enthusiasm and is valued by staff and young people alike.

11   Working in Partnership & Parents/Carers

11.1 Building a positive working relationship with parents/carers is vital. Oakfield School has effective communication systems in place as this is imperative to ensure all channels of communication are open:

- It is essential that all staff ensure that feedback is given to parents/carers.
- Staff keep parents/carers informed of their child's progress and wellbeing.
- Staff makes weekly contact with parents/carers, however, if there has been a significant development/situation regarding a child a staff member will contact the parent/carer.
- It is paramount that parents/carers are kept informed; if we are unable to contact parents/carers the admin team will send a text to them through the Teacher2Parents system.
- All communications with parents/carers are documented within the pupil's online diary (ensuring that staff have ticked the parent/carers contact).
- If the pupil has Social Care involvement the Child Protection Coordinators will be responsible to contact the Social Workers.

Parents/Carers

11.2 Oakfield School has a proactive attitude towards working in partnership with parents/carers.

11.3 We promote involvement with parents/carers:

- Each pupil has a named Key Worker who will regularly contact their parent/carer.
- Staff conduct home visits to discuss the child's progress.
- EHCP Annual Review meetings.
- Parental Support Groups.
- Termly school newsletters.
- Emotional Wellbeing Team involvement.
- Termly parent/carer and stakeholder questionnaires.
- Termly reports.

11.4 Work with parents/carers, as well as the pupils themselves to ensure that their opinions and wishes are considered and that they are kept fully informed and involved in decisions taken about them. This might lead to the involvement of external agencies; CAMHS, clinical psychologists or Local authorities.

Partnership with Parents/Carers

11.5 Central to our work at the school is partnership work. One of our aims is to establish, maintain and develop positive working relationships with parents and carers for the benefit of the child.

11.6 Parent Governors are elected by parents and carers to represent them in the decision-making process. They can be contacted via the school.

11.7 It is recognised that any child might exhibit challenging and/or disruptive behaviour at times. A separate information document for parents/carers outlines the principles and the procedures described in this policy and makes particular reference to pupils whose behaviour puts them in the high-risk category.

11.8 This allows parents and carers to discuss any issues at an initial meeting with the Headteacher/ Multi-Agency Coordinator.

11.9 Parents/carers are asked to commit to the school's behaviour policy by reading and signing the Home/School Agreement.

Emotional Literacy Support Assistant (ELSA)

11.10 The Emotional Wellbeing Team offer proactive intervention to pupils, helping pupils with social and emotional difficulties to recognise, understand and manage their emotions, to increase their well-being and success in school.

- Keys to good communication.
- Recognising and managing feelings.
- Self-esteem.
- Understanding and managing anger.
- Friendship skills.
- Social skills.
- Supporting children through loss and bereavement.
- Drawing and Talking Therapy.

11.11 Our Emotional Wellbeing Team meet regularly with Educational Psychologists to discuss assessments and planned programmes for individual pupils. The Emotional Wellbeing Team Manager joins the Multi Agency and Safeguarding Meetings each week.

11.12 The Emotional Wellbeing Team offers parent support programmes to all parents whilst their child is engaged in a planned programme. Home visits will take place to offer parents a planned support/guidance programme.

11.13 These programmes are especially designed to meet each individual's needs. These sessions take place in our fully equipped sensory rooms with a trained member of the team.

11.14 Key programmes focus on:

- Anxiety/worries.
- Bereavement/Grief Circles.
- Anger Management (Crucial Skills).
- Empathy.
- Therapeutic Story.
- Autism Programme.
- Problem Solving Programme.
- Time to Talk Programme.
- Lego Intervention.
- Responsibility and Choices.
- Relationships.

Mental Health and Behaviour in School, DfE – March, 2016

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Parenting Support

11.15 The Emotional Wellbeing Team offer parents interventions; a member of the team would arrange a Home Visit to allow the parent to discuss interventions and agree on an appropriate programme or support. Home visits/telephone contact will take place usually on a weekly basis unless agreed otherwise.

11.16 Oakfield School is fully committed to ensuring that all parents feel supported and listened to.

11.17 When a parent/carer has a child with additional needs their world can be filled with many unanswered questions, sometimes they feel isolated and worried about their child. We have introduced a parent group as a great way of preventing anxieties. Parents/carers are able to work, not only with the staff group, but other parents and carers. They find answers and a source of reassurance and understanding and realise they are not alone and other parents are feeling and experiencing the same difficulties.

11.18 The Parental Group can share information about the needs of their children, school services, local policies, funding sources and emotional support and much more. A group of identified parents/carers meet in one of our residential houses - 1 morning per half term.

11.19 Following on from this we have introduced and will further introduce other agencies, local charities, staff within school to discuss areas that may be beneficial to the parents and children, e.g.:

- Aim Higher.
- Food for Life.
- Women's Aid.
- Homeless Charity.

Work with Partners

11.20 Multi-Agency work is an essential part of our school community, working together to achieve outcomes for the pupils we work with:

- Early Help Assessment Team.
- Emotional Well Team.
- Children's Social Care
- Youth Justice when students have committed anti-social behaviour and have been given an order from the Magistrates Court

- Police
- Humberside Fire and Resue Service
- School Nursing Team
- Psychologists
- HeadStart

12   Children who absent or go missing from school

12.1   The school's Absenting & Missing Policy has been designed to work in conjunction with the Hull Children's Safeguarding Board guidance on dealing with children who absent or go missing. This policy also adheres to the statutory guidance on "children who run away or go missing from home or care" (Department for Education January 2014).

12.2   The safety of the children is paramount so it is vital to ensure that the Policy and Procedures for when a child absents or if a child has been categorised by the police as missing are clear and concise.

12.3   There could be many factors that contribute to a child absenting/or going missing from school so we need to be alert and mindful to the potential difficulties that may arise.

12.4   The school cares/caters for children with social, emotional and mental health difficulties. Although staff make every attempt to de-escalate potential situations/incidents of a pupil leaving unfortunately there may be times when this occurs. Once a pupil absents, staff will initiate protocols by using the school policy and flowcharts as guidance.

Please refer to the school's Absenting & Missing Policy.

13   Key Worker: Roles & Responsibilities

13.1   Oakfield School believes that having a proactive attitude and an active response to behavioural issues will prevent greater difficulties in the future. We introduced the keyworker role in order to promote the school's behavioural policy and ensure all pupils' needs are met.

13.2   The tutor and learning mentors that support the class, will allocate a Keyworker to each pupil based on their working relationships with the pupils. Their work will be overseen by Senior Child Care Officers, Residential Managers, Key Stages Lead and the Deputy Headteacher.

13.3   A Key Worker provides the pupil with:

- A voice.
- An organiser.
- An administrator.
- A listener.

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- A mediator.
- A planner.
- An advisor.
- An advocate.
- A role model.
- A coordinator.
- Consistency.
- The Key Worker provide support whilst the pupil is at the school, and during times of transition.

13.4   Oakfield School believes that having keyworker roles within the school has a fundamental impact on raising the standard of care given, meeting needs, and identifying any concerns.

14   Prevention to Bullying

14.1   At Oakfield School, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

14.2   We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

14.3   There are many forms of abuse, which may occur between peers including:

- all forms of bullying;
- being coerced into sending sexual images (sexting);
- physical or sexual assaults;
- child sexual exploitation; and
- sexual harassment.

14.4   **These behaviours should never be tolerated or passed off as 'banter' or part of growing up.**

14.5   Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm, with full consideration given to the impact on the child's emotional, mental health and wellbeing:

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the school's Anti-Bully or E-Safety Policy.

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- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

14.6 **The Law on Bullying:**

14.6.1 Some forms of bullying are illegal; these include:

- Violence or assault.
- Theft.
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages.
- Cyber Bullying i.e. emails, social media networks, text messages
- Hate crimes.

14.6.2 Oakfield School strives to create an environment where young people can be supported in addressing their educational, emotional and social needs and work towards reaching their full potential.

14.6.3 All forms of bullying interfere with achieving this aim. Therefore, such behaviour will not be ignored.

14.6.4 The staff team will be proactive in their use of the strategies and systems in place to address bullying at all levels while providing opportunities for change for those who are bullying and those who are bullied.

14.6.5 Bullying happens when one person exerts some form of power, in a negative and /or oppressive way, over another person. Bullying is an abuse of power and Oakfield School has a robust and clear policy to deal with this.

14.6.6 At Oakfield we use a range of prevention strategies to support our positive behaviour ethos; these include:

- Hubs/ Restorative Practice.
- Bullying logs/online diary.
- Anti-bullying awareness raising and key messages.
- Posters throughout the school and residential.
- Pupil voice – this gives the pupils the opportunity to express. their thoughts and feelings.
- Participation in Anti-Bullying Week.
- Behaviour - rules, code of conduct, rewards/sanctions.
- Supervision by staff.
- One to one keyworker time.

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- A curriculum which reflects the school's ethos celebrating the rich diversity of our world.
- Emotional Wellbeing Support programmes.
- A safe and secure environment.
- Involvement of pupils, for example peer support.
- Healthy Schools.
- Working with the School Council.
- Immediate challenge from staff to prevent any escalations.

14.7 **Pupils:**

14.7.1 We expect that pupils will:

- support the Headteacher and staff in the implementation of the policy;
- not bully anyone else, or encourage and support bullying by others;
- tell an adult if they are being bullied, usually either a member of staff or parent/carer;
- act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied; and
- recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

14.8 **Parents/Carers:**

14.8.1 We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

14.8.2 At Oakfield School, staff, parents/carers and children work together to create a happy, caring, learning environment where positive relationships are developed and valued.

14.8.3 **Bullying: whether verbal, physical, on-line or indirect will not be tolerated and will always be dealt with quickly, efficiently and sensitively.**

14.8.4 It is the responsibility of everyone in school to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

14.8.5 Signs of bullying for parents to be aware of:

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- Watching for a pattern.
- Wanting more/less attention.
- Not wanting to go to school.
- Frequent minor illnesses.
- Coming home with bruises or torn clothing.
- Possessions disappearing.
- Becoming withdrawn.

14.8.6 What to do:

- Treat the matter seriously.
- Keep a diary of incidents.
- Try and help your child deal with the situation.
- Do not approach the bully.
- Do not advise your child to fight back.
- Contact the school and speak to the behaviour managers or any other senior management team, key worker or the Headteacher who will investigation the matter.

14.8.7 Whole School Staff:

- All staff will follow the Anti-Bullying Policy procedures for dealing with bullying.
- In the first instance, staff complete a bullying form, which details what steps they have taken. This is then emailed to key stage leads and the deputy of residential.
- If a number of logs come through, or a pattern is evident, then key stage leaders will look at the next step and arrange a meeting.
- If the bullying continues and is a pattern, the information will be shared to safeguarding leaders.
- The Child Protection Coordinator to be notified and will take action, if the bullying has not been resolved police liaison for Oakfield may be brought in.
- Referral to Emotional Wellbeing Team for victim/perpetrator or both if required.
- Child Protection/Multi Agency Coordinator to inform outside agencies if required.
- If bullying is reported to the school by a member of the public, the school will investigate the concern.

14.9 **Definition:**

14.9.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally; this can include:

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- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours,
- **On-line:** all areas of internet, such as email & internet chat room misuse

14.10 **Resources:**

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

NSPCC – www.nspcc.org.uk

Childline – www.childline.org.uk

Homophobic Bullying
http://www.stonewall.org.uk/at_school/education_for_all/quick_links/9291.asp

Kidscape – www.kidscape.org.uk

Please refer to the school's Anti-Bullying Policy for further information. This is available on the school website.

Links to: Department of Education - Preventing and Tackling bullying – July 2017
Preventing bullying - GOV.UK (www.gov.uk)

15   Damage to Property

15.1   In order to prevent damage, the school teaches responsibility and uses other strategies:

- Pupil damage is looked at individually by the head of key stage, with individual sanctions put in place. Sanctions are designed to have an impact on the pupil, so they take ownership of the damage and this will prevent them from causing similar damage again.
- An individual sanction looks at how many times the pupils has caused damage, the significance of the damage and the best way to move forward to prevent further damage in the future.
- When in a calm frame of mind staff speak with pupils regarding the damage, making clear the expectation the school has

regarding deliberately damaging property. Discussing ways forward.

- Parents/carers will be contacted by the school.
- Parents/carers will receive a letter outlining the damage created and if the pupil is expected to contribute towards the damage.
- Parents/carers to contribute financially towards repair/replacement of the property damaged by their child if this is appropriate.
- The school can demerit Praise points from pupils who cause damage. The amount taken is determined by cost of damage caused and frequency of damage by pupil. Demerits are strictly only used for damage.
- If a contribution is not made, the pupil may not take part in the end of term rewards.

16   Managing & Monitoring Behaviour on School Transport

16.1   Pupils' conduct outside the school gates – teachers' powers.

16.2   What the Law allows:

16.2.1 Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable.

16.2.2 Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.

16.2.3 Subject to the behaviour policy, staff may discipline pupils' misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- in some other way identifiable as a pupil at the school; or
- misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

16.2.4 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

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16.2.5 The DfE Statutory Guidance for Schools on *School Discipline & Child Behaviour policies* states that "Schools have a statutory power to regulate the behaviour of Children when off school premises "(Section 3.4).

16.2.6 The Local Authority, in partnership with the school, may consider withdrawing the provision of travel assistance where it is considered that a child has demonstrated serious or regular misbehaviour whilst using that transport such as:

- to put at risk, the driver of the vehicle or other passengers;
- use of threatening or violent language; and
- damage to the vehicle.

16.2.7 Our pupils' safety and wellbeing is paramount, including their journey to and from school. As school taxi services are not staffed by school staff there is the possibility that pupils may feel worried or more vulnerable at this time of the day. Because of this it is important to have systems and procedures in place to monitor the school transport in order to safeguard the welfare of pupils during these times.

16.2.8 Some pupils require escorts but this will be detailed in the pupil's Educational, Health and Care Plan.

16.2.9 The school will:

- have a named member of the SLT responsible for overseeing pupil safety and wellbeing within school transport;
- make regular contact with the named service provider in order to build mutual understanding and a strong working relationship;
- ensure a member of staff is appointed to be on duty at the start and end of each day to ensure pupils can report any concerns;
- liaise with the service provider and Local Authority to ensure that any concerns are addressed promptly;
- have a staged intervention approach to challenge pupils whose behaviour may put themselves, other pupils, the driver and the public (including other road users) at risk of harm; and
- when the school receives a report of poor behaviour in the transport from the driver or a member of the public the school will investigate and take statements.

16.2.10   When the pupils have been identified the following staged intervention will take place:

- Verbal warning by the SLT.
- Phone call to parents/carers and written notification.
- Written warning.

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- The Local Authority and the SLT will a final decision regarding removing a pupil's transport.

16.2.11 Alternative Form of Transport. If a pupil is struggling to manage, has been removed from transport or parents/carers feel there is a better alternative, Oakfield School can assist in various ways.

- The school can trial pupils using a bus pass (if age appropriate) and, if successful, assist parents and carers with applying for a full bus pass for their child.
- Bike initiatives are available. These can assist parents/carers by supplying bikes to the pupils or fix existing bikes.
- Individual transport funding to parents/carers. Parents/carers can apply for transport assisted funding.

16.2.12 **Using any of these initiatives would remove pupils from the transport list and it would be the responsibility of parents/carers to ensure their children have transport to and from school.**

16.2.13 All transport providers, including bus drivers, taxi drivers and escorts must undergo a DBS check.

16.2.14 Links to: Travel & Transport Guidance, DfE:

- https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance

17 Searching, Screening & Confiscation

17.1 Searching:

17.1.1 School staff can search a pupil for any item if the pupil agrees.

17.1.2 Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

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- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
- To commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

17.2 **Confiscation:**

17.2.1 School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

17.2.2 Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

17.3 **The Use of Hand – held metal detector (arch or wand) at Oakfield School**

17.3.1 Unfortunately, there will be times where identified pupils will undergo screening by a hand – held metal detector, this is because of their history of concealing weapons or we have information/ suspect that they are carrying a weapon (knife).

17.3.2 You may feel this screening is extreme, unfortunately the Health and Safety of our pupils, staff and visitors are paramount. The school is also supported by current legalisation.

17.3.3 Under these circumstances we do not require permission/consent for the search/ screening to go ahead, if the pupil refuses they will be denied access to Oakfield School.

17.3.4 The screening process will be conducted in private room.

17.3.5 Staff member conducting the screening/search process with the pupil must have a witness.

17.3.6 There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

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17.4 **Screening:**

17.4.1 What the Law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools statutory power to make rules on pupil's behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

17.4.2 Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

17.5 **Screening without consent:**

17.5.1 What the Law say and what can be searched for:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

17.5.2 Can I search?

- Yes, if you are a Headteacher or a member of school staff and authorised by the Headteacher.

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17.5.3 Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

17.5.4 When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

17.5.5 Also note:

- The Law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.
- It is extremely important that staff familiarise themselves with the above policy, to ensure that protocols are adhered.

17.6 **Links to:**

- Link to Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies – updated January 2018
  Searching, screening and confiscation at school - GOV.UK (www.gov.uk)
- Residential special schools - In force from 1 April 2015 National minimum Care Standards: Standard 12: Promoting positive behaviour and relationships
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416188/20150319_nms_rss_standards.pdf
- Please refer to the school's Alcohol, Smoking & Substance Abuse Policy.
- https://www.gov.uk/government/publications/drugs-advice-for-schools

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18   Physical Intervention Policy

18.1   **Vision:**

- At Oakfield, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging 24-hour curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life.
- We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.
- All our pupils will be treated fairly and with respect.
- We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.
- To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self-evaluation and quality assurance programme.

18.2   **Use of Reasonable Force**

18.2.1 Any use of force by staff will be reasonable, proportionate and necessary. Reasonable force will be used in accordance with the Department of Education Guidance Use of Reasonable Force (July 2013) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following.

18.3   **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

18.4   **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

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- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil.
- prevent a pupil at risk of harming themselves through physical outbursts.

18.4.1 The Headteacher authorises all staff who are Team Teach trained in the school to use reasonable force to restrain pupils.

18.5 Physical intervention can take a number of forms, for example:

- Standing in the way of a pupil.
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.

18.6 In extreme cases, more restrictive holds might be used. Force that should **not** be used includes:

- Holding round the neck or any other hold that might restrict breathing.
- Kicking, slapping or punching.
- Forcing limbs against joints (e.g. arm locks).
- Tripping or holding by the hair or ear.

18.7 There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

18.8 Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.

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- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- A pupil attempts to absent from a class or tries to leave who would be at risk out of the classroom or school.

18.9   Examples of situations that fall into the third category are:

- A pupil persistently refuses to follow instruction to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

19   Incident Reporting

19.1   **Incident Report Log**

19.1.1 Please ensure that when you are completing incident forms you allocate yourself the next sequential Incident Number and complete all basic required information.

- Date.
- Pupil involved.
- Reporting staff.
- Witnesses.
- Level of Intervention.
- Physical Intervention required.

19.1.2 Complete the online Incident Form. Remember to indicate the type and length of any restraint performed.

19.1.3 Incident reports completed by staff must include, where appropriate, reasons for intervention, de-escalation techniques used, detailed description of the incident, the staff members involved in any restraint and follow up action.

19.1.4 It is important that accurate records are kept to demonstrate that agreed procedures have been followed and sound practices undertaken.

19.1.5 In the case of a serious incident, parents/carers must be informed of the circumstances in which the incident occurred, the action taken at the time and any follow-up work or action completed or planned. Ensure information is also documented within the pupils red book - electronic diary.

19.1.6 Any incident that involves an injury should be documented on an Occupational Health and Safety Form (F): 2, or an Occupational Health and Safety (F): 2.2 Version 1 for pupil injuries.

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19.1.7 These are then sent off to Occupational Health and Safety Services for recording on their data base, these will have stored for the period required by current Health and Safety legislation.

19.2 **Levels of Intervention**

Level 1 – No physical intervention required
Level 2 – Physical intervention required
Level 3 – Physical Intervention requiring total restriction of movement

19.3 Providing training for staff in a gradual, graded range of behaviour supports & interventions, there are now over 4,000 Team-Teach Tutors registered in the U.K, having taught between them over 500,000 people principally across a wide range of care/education & health service settings, promoting a multi-disciplinary approach between Education, Social Services and Health Care Trusts.

- TeamTeach training has evolved from a residential care, education & health background of working with children and young people across the age ranges, with a variety of emotional, social, behavioural, learning and medical needs.
- TeamTeach employs a whole staff holistic approach with a follow up post repair, reflect & de- brief response for both staff and service users concerned.
- Emphasis being on "calm" communication and defusing skills that work best for the specific individual concerned, acknowledged within the care, behaviour or education plans.
- Physical responses are underpinned by values and principles that fit within a culture and ethos of positive educative care. There is an emphasis on individual human rights, responsibilities, choices and consequences.
- Strategies are flexible and yet robust enough to make us all feel free from fear, safe from harm.
- Standing and seated holding positions are preferred to ground holds.
- Ground recovery holds are used as a last resort and only in the most exceptional of circumstances.
- The key message being that 95% OR MORE of all incidents should be managed without recourse to physical interventions.
- Following training there should be a decrease in the amount of incidents involving the use of physical interventions. The emphasis is on protecting and promoting positive relationships between service providers and users.

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19.4   **Accreditation, Support & Recognition:**

19.4.1 TeamTeach training wins (October 5th, 2006.) the highest level of award in the U.K - a National Training Award - A recognition of the best that training and development can achieve. Judges described the training materials as effective. They were impressed by the support infrastructure and the robust quality control and assurance processes. All courses are accredited by the British Institute of Learning Disabilities.

19.5   **Quality Control & Assurance:**

19.5.1 With 4, 000+ instructors in the U.K quality control and assurance is a key issue. Qualified Team- Teach tutors receive a Visual Record via their Tutor CD Rom of all preferred positive handling techniques. Also, the "Let's Share "Area of the Team Teach web site allows participants with a valid certificate code to access a visual record of what was taught on their course.

19.5.2 Team-Teach tutors have to notify the Director of Team-Teach at least four weeks in advance of whole staff training dates. A core standardised curriculum, a part of our 6 & 12 hour programmes helps ensure a consistently high level of quality training delivered throughout the UK. Following training, a summary evaluation report must be returned to The Director of Team-Teach Ltd and the Service Manager within 28 working days.

19.6   **Policy, Procedure & Paperwork:**

19.6.1 TeamTeach stresses the importance of documentation that underpins and supports the process and people involved including: Policy (Local & Corporate), preferred de-escalation strategies, behaviour plans involving positive handling, incident reports, risk assessment forms, concerns and complaints forms, recording, monitoring, evaluating.

19.6.2 "Good Practice" examples of the above are provided via the "Let's share" area of the Team-Teach web site, so that authority's/service settings can evolve them specifically for their own needs.

19.7   **Training options:**

19.7.1 In terms of training options, TeamTeach provides: A 6-hour Foundation Course (Low risk). A 12-hour Basic course (Medium risk), Advanced Modules (High risk). The preferred training model is for all staff within medium risk Education, Care and Health service settings to undertake a minimum of a 2-day basic course (12 hours)

19.7.2 Web site with updated News, courses (Tutor and re-accreditation) available and access to "good practice" materials, written guidelines / policies available on the Web site (Within tutors restricted page – password / username required)

19.7.3 Access to a UK Network of over 4, 000 registered tutors (committed to sharing "good practice", including reciprocal visits) listed on the website.

19.8 **Accurate and Clear Descriptions of Physical Intervention Management strategies**

19.8.1 **Single Elbow:**

- Standing, sitting or kneeling alongside the person, holding the nearest forearm drawn back to be parallel to the ground with hands close to the chest and supporting pressure through the hip. The nearest hand holds the forearm with the other supporting the shoulder.

19.8.2 **Double Elbow:**

- Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip. One arm is supporting the person's back.

19.8.3 **Figure of Four:**

- Standing, sitting or kneeling alongside the person with the hand of the outer arm holding underneath the persons nearest forearm and the other passing under the armpit, across the top of nearest forearm to hold own wrist.

19.8.4 **Legs**

- Sitting or kneeling, entirely supporting own weight, using hip, arm and forearm to limit the range of kicking.

19.9 Staff should avoid, except in extreme emergencies, from acting in a way that is likely to injure a child.

19.10 Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

19.11 Staff are advised that, if possible, they should not use force unless or until another responsible adult is present to support, observe or call for assistance.

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19.12 A general complaints procedure is to be made available for parents. This should be used where parents believe inappropriate intervention has been used. To avoid misunderstanding this policy should be made clear to parents through the initial interview process.

19.13 Colleagues should be aware that this policy does not allow restraint to be used as a disciplinary action or as punishment.

19.14 Each and every incident where restraint is used will have to be examined on its merits.

19.15 Staff and other authorised people should be extremely cautious about using restraint and must be aware of the school policy on discipline and use of reasonable force.

19.16 Everyone has the right to defend themselves against attack provided that they do not use a disproportionate degree of force to do so.

19.17 **Good Practice**

19.17.1 Recommended review and monitoring practice.

19.17.2 Following the detailed recording of a serious incident, good practice dictates that a member of the Senior Management Team should:

- Read a full account of the incident;
- Take accounts from staff and pupils who witness the incident;
- Discuss the incident with the pupil or pupils who were directly involved. It is important that pupils be provided with the opportunity of giving their own version of events, particularly in cases of divergent opinion or fact, and they should be encouraged, if necessary helped, to prepare a written statement;
- Ensure that parents and/or guardians or other persons with parental responsibility (such as social workers) have been informed of all relevant facts.
- Ensure that the Local Authority and the Chair of the Governing Body have had the incident drawn to their attention if required.
- Ensure that all concerned are aware of their rights of complaint.
- Review school policies and consider if they sense the best interest of all parties and whether alternative policies or change to the existing policy need to be considered.

19.17.3 Following an incident involving physical intervention or restraint by a member of staff involving a pupil, it is important to monitor effects of the incident on the pupil as well as on the member of staff.

19.17.4   Cases of pupils with special needs, or who provoke confrontation as a means of seeking attention, or who are testing the boundaries of the school's disciplinary policies, may require referral to, or consultation with specialist agencies.

19.17.5   Other persons involved may also require time out or post trauma counselling and their reactions should be monitored as a matter of routine. Specialist help should be sought wherever possible.

19.18 **Physical contact with pupils in other circumstances:**

19.18.1   There may be occasions when physical contact with a pupil may be proper or necessary, e.g., sports, coaching or giving first aid.

19.18.2   Touching may also be appropriate where a pupil is being congratulated or praised, or where a pupil is in distress and needs comforting. Teachers must use their own professional judgement when they feel a pupil needs this kind of support. For some pupils touching is particularly unwelcome. Staff must bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

19.18.3   **Link to: Oakfields School - Professional Boundaries Policy**

19.19 **Incident Reporting System**

19.19.1   Any incident in which force has been used should be recorded using the School Incident Management System. All incident reports are written using an online proformer, requiring secure individual log in details.

19.19.2   This incident report is then forwarded to all parties involved, in order to allow witnesses and involved staff to make comments on the report. This report is then checked by Senior Manager notified and finalised by the Headteacher, Deputy Headteacher, Head of Care and the Key Stage Coordinators.

19.19.3   Pupils involved in the incident will also be given the opportunity to read and comment on the report, in addition to this post incident feedback will commence with the child.

19.20 **Post-Incident Feedback/Support:**

- The school will decide and involve as appropriate any multi-agency partners e.g. Educational Psychologist.
- The school's behaviour policy will be used as appropriate to hold pupils to account when they are involved in such incidents.

- Opportunity to repair relationships between staff and pupils affected by the incident will be offered.
- Provides an opportunity for the pupil to discuss further and make any views clear regarding the incident.
- If staff are concerned relating to the level of violence, patterns of disruptive behaviour displayed by the pupil, an emotional wellbeing referral may be required.
- In some cases, the incident may lead to the fixed term or permanent exclusion of the pupil in line with the policy.
- To ensure all documentation is updated i.e. Positive Handling Plan and Risk Assessment

20   Complaints or Allegations

20.1   Any complaints will be dealt with under the school's complaints procedure, outlined below.

20.2   If a parent makes a specific allegation of abuse against a member of staff the school will follow the Child Protection Policy – Allegations against staff.

20.3   **Allegations against Staff Members/Volunteers**

20.3.1 Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the group or organisation will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

20.3.2 Staff must be aware of the policy and procedures of the school's Whistleblowing Policy.

20.3.3 The Headteacher will report and liaise with the Local Authority Designated Officer (LADO).

20.3.4 In the case that the concern or allegation relates to the Headteacher, the Child Protection Coordinator or a member of the SLT and the Chair of Governing Body should be contacted. The Chair of Governing Body will report the matter to the Designated Officer for Schools.

20.4   **Unsubstantiated and False Allegations**

20.4.1 Where it is concluded that there is insufficient evidence to substantiate an allegation, minutes of the strategy meeting should evidence consideration of what further action, if any, and should be taken.

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20.4.2 If it is established that an allegation has been deliberately invented, the Police could be asked to consider what action may be appropriate.

20.4.3 In the case of any complaints the school policy and the degree to which it has been followed will be of paramount importance

20.4.4 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider what form of disciplinary action to take in accordance with this policy.

20.4.5 Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

20.4.6 In accordance with the DfE's guidance keeping children safe in education September 2018.

20.5 **Care of Staff during an Investigation**

20.5.1 Oakfield School have a duty of care to their employees. The school will manage and minimise the stress inherent in the allegations process.

20.5.2 Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police.

20.5.3 The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

20.5.4 A member of the senior management will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.

20.5.5 Staff will receive support via the local authority occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.

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20.6 Complaints Procedures

20.6.1 After an incident in a school, there is always the possibility of formal complaint. A number of persons might feel aggrieved by the incident, whether they be pupils, parents, teachers, other employees, or even visitors to the school and members of the public. Any of these persons can lodge a complaint and expect it to be investigated diligently and fairly. As a precursor to such a possibility, heads should be aware of the need to review and monitor the reactions of all parties involved in an incident, and to consider the effects on current school policies, and have a total awareness and understanding of all aspects of the case.

20.7 Receiving and Noting a Complaint

20.7.1 Members of staff should note that new legislation will include the requirement for governing bodies to have a general complaints procedure.

20.7 Complaints Procedure

20.7.1 The general complaints procedure adopted by the governing body should always be followed and is required by legislation – it should include the following elements.

20.8 Pupil

20.8.1 A pupil wishing to complain should be treated courteously and without prejudice and be requested to write the complaint in his or her own words. In the event that the pupil has difficulty with writing, or cannot write fluently, or where English is not the first language, a member of staff not involved in the incident should record the complaint, verify and read through with the pupil, and ask the pupil to sign and date the report where possible.

20.9 Parent/Carer

20.9.1 If a complaint is received from a parent or guardian which alleges some form of pupil abuse or injury, whether inflicted during the restraining of a pupil or not, the Headteacher or designated person must record the complaint in writing, if the parent has not already done so. This recorded information must include where and when the incident occurred, and include as much detail of the alleged injuries or abuse as possible. At this point, it is important that the Head confirms to the complainant that a full and detailed investigation will be conducted immediately.

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20.10 **Staff**

20.10.1   If a complaint is received from a member of staff who has been verbally or physically assaulted, there is a sequence of prescribed actions that the Headteacher should undertake; these are:

- Offer immediate support and help to the member of staff to deal with any trauma and re-establish confidence.
- Offer medical support if any physical injury has been sustained and recommend a visit to the doctor as soon as possible.
- Report the incident to the Local Authority and the Chair of the Governing Body.
- Compile a list of witnesses, conduct interviews and collect statements.
- Provide the member of staff with a copy of the incident report and notes on any subsequent interviews and statement of witnesses.
- Where appropriate, inform the Police.
- Advise the member of staff to contact their union or professional association immediately before responding to any aspect of the complaint.

20.11 **Conducting and Concluding an Investigation**

20.11.1   In conducting an investigation, the Headteacher will delegate an appointed investigator, usually the Deputy Headteacher who will ensure that all appropriate evidence is considered.

20.11.2   If, having examined all facts, the Headteacher is satisfied that the course of action taken during the incident complied with the school's policies as approved by the governing body, and the Local Authority guidelines and directives, and that in the circumstances there was no other reasonable course of action available, or no case to answer, then the following procedures will conclude the matter:

- Notify the complainant of the outcome of the investigation.
- Notify the pupil's parents or guardians or responsible person or agency of the outcome of the investigation. (It is not a requirement to reveal the detail).
- Notify the Local Authority (where appropriate) and the Chair of the Governing Body.
- Record the outcome of the investigation, sign the record of the incident, ensuring a copy is placed on the appropriate file.

20.11.3   Subsequent to this conclusion, consideration may need to be given to the possibility of disciplinary action against the member of staff or

pupil. This will be pursued in accordance with approved school policies on discipline and behaviour.

20.12 Cases Requiring Further Action

20.12.1   If a Headteacher concludes, after investigation, that a complaint has substance, then further action will be required. Depending on the nature of the complaint, and the person to whom it is directed, one or more of the following courses of action may become necessary.

- In a case of complaint from a pupil, the incident may require to be further investigated under the Child Protection procedures appertaining to the school. Parents or guardians must be immediately informed in writing if this is the outcome.
- In a case requiring disciplinary proceedings against a member of staff, the governing body, and the Local Authority in LA schools (members should also seek advice from their professional association) will need to be informed and all statutory employment legislation and agreed procedures followed. Members must make themselves aware of the requirements of the Child Protection procedure and act accordingly.
- In the case of a complaint by a member of staff, ensure appropriate action is taken against the pupil or member of staff if the complaint is found to have substance.

20.13 Right of Appeal

20.13.1   A parent/carer will have been informed in writing of the outcome of any investigation. Further action, whether it be of a disciplinary nature or referral for further investigation under the Child Protection procedures, will have been communicated.

20.13.2   The right for a member of staff to appeal will be through the grievance procedure. The parents/carers Right to Appeal must be an integral part of the complaints' procedure. In these circumstances, the parent/carer should be given access to the following information:

20.14 Legal Requirements

20.14.1   The Children Act 1989 placed a duty of care on all Local Authorities and governing bodies of Grant maintained and independent schools to consider the pupil's needs as a priority in all their dealings with pupils and families. (This will apply equally to the new categories of schools established under the Standards and Framework Act 1998.)

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20.14.2   For teaching staff, the 'Duty of Care' is set out in the School Teachers 'Pay and Conditions Document:

"Teachers are required to maintain good order among the pupils to safeguard their health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere."

20.15 In Loco Parentis

20.15.1   Linked to the 'Duty of Care' teachers also have a duty to act in Loco Parentis in the manner of caring and reasonable parents. This applies to all pupils in their charge at any time.

20.16 Corporal Punishment

20.16.1   Corporal punishment means that the intentional application of force as punishment. This includes not only the use of the cane or implement, but also other forms of physical chastisement intended as punishment (such as slapping, punching, pushing, prodding, throwing missiles and any other such forms of rough handling).

20.16.2   Section 548 of the Education Act 1996 has the effect of abolishing corporal punishment for all pupils in maintained school or publicly funded pupils in independent schools.

21 Staff Training

21.1   Oakfield School is committed to ensuring that its staff team has the skills and resources necessary to undertake the role of working with its challenging pupils. The schools Senior Leadership Team will review its training and development programme on a regular basis to ensure this.

21.2   This will be enhanced by regular supervision and monitoring by the named supervisor who has the responsibility for ensuring the new members are supported in their development.

21.3   Continued professional development is essential.

21.4   **Understanding the Principles of Physical Intervention:**

21.4.1 Staff to be trained in escalation techniques and understanding physical intervention is the last resort in dealing with any given situation. Staff should have an understanding of the policies and procedures for dealing with behaviours they will face with in their day to day work.

21.5   **Understanding the principles and values essential for working with children/young people:**

21.5.1 The understanding of principles and values that need to be put into practice when working with children and young people.

21.6 **Understanding health and safety requirements:**

21.6.1 Staff should understand the key policies, procedures, laws and regulations that govern the safety of everyone involved in a workplace.

21.7 **Knowing how to communicate effectively:**

21.7.1 Staff demonstrates the key skills which are required to communicate and record information effectively.

21.8 **Understanding the development of children and young people:**

21.8.1 Continued progression about the development, behaviour and special needs of children and young people.

21.9 **Safeguarding Children (keep them safe from harm):**

21.9.1 Staff to be aware of all new policies and procedures relating to safeguarding of our pupils and are kept up to date on training courses.

21.10 The induction/ training and supervision process is designed to provide staff with:

- a clearer understanding of the work role;
- greater confidence and clarity;
- an outline of essential knowledge and skills; and
- Recognition of developing professionalism.

21.11 All staff are trained in TeamTeach and have refresher course at regular intervals.

22 Statutory Guidance

Use of Reasonable Force – advice for school leaders, staff and governing bodies:
Use of reasonable force in schools - GOV.UK (www.gov.uk)

Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies – updated January 2018:
Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

Exclusions Guidance updated 12 April 2022:
School exclusion - GOV.UK (www.gov.uk)

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SEN Code of Practice – Last updated 30 April 2020:
SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

School Standards and Framework Act 1998
http://www.legislation.gov.uk/ukpga/1998/31/contents

Education Act 2002
http://www.legislation.gov.uk/ukpga/2002/32/contents

Keeping Children Safe in Education – September 2021
Keeping children safe in education 2021 (publishing.service.gov.uk)

Working together to safeguard children – last updated 9 December 2020
Working together to safeguard children - GOV.UK (www.gov.uk)

22.1   **National Minimum Care Standards:**

22.1.1 These standards are to safeguard and promote the welfare of children for whom residential accommodation is provided by residential special schools.

22.1.2 These standards do not override the need for schools to comply with other legislation such as that which sets the standards for independent schools or the conditions of approval for non-maintained special schools, and legislation covering health and safety, fire or planning regulations.

22.1.3 In these standards, 'have regard to' means that the school should be able to demonstrate that it either complies with the guidance, or has considered the guidance and has good reason for departing from it.

22.1.4 This document / standards will next be reviewed in March 2017. In the meantime, the Secretary of State will keep the standards under review and may publish amended statements as appropriate.

- Standard 3 – Health & Wellbeing
- Standard 4 – Contact with parents/carers
- Standard 6 – Safety of Children
- Standard 9 – Personal Possessions
- Standard 11 – Child Protection
- Standard 12 – Promoting Positive Behaviour
- Standard 16 – Equal Opportunities
- Standard 17 – Securing Children's View
- Standard 18 – Complaints
- Standard 20 – Monitoring by Independent Visitor

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22.1.5 Residential Special Schools – National minimum standards from 1 April 2015
Residential special schools: national minimum standards - GOV.UK (www.gov.uk)

23   Monitoring & Review

23.1   This policy will be monitored and reviewed annually.

23.2   The next policy review is April 2023 unless guidance changes then this policy will be amended according to statutory guidance from the Department of Education and amended linked legislation.